

HEALTH PROMOTING SCHOOLS



COMMITTEE MEETING

Thursday, November 2nd, 2023

SCHOOL BOARD OFFICE - Board Room: 4:15 - 6:00 pm



REPRESENTATIVES	COMMITTEE MEMBERS			
Board of Education	Lisa Guderyan		Wayne Broughton, alternate	
Indigenous Education	Deanna Necan, Indigenous Cultural Program Coordinator		Christina Verhagen, Acting Indigenous Cultural Program Coordinator	
ARC Programs	Cassy Lukey, Counsellor			
COPAC	Kristina Grant, ELEM	Leslie Atwell, MID		Camila Biffard, SEC
COPVPA	Bryce Owens		Robbie Franklin	
COTA	Mary Hope, ELEM	Lois Aeckersberg, MID		Kevin Robinson, SEC
CUPE	George York		Jen Nethercott	
District Student Council (DSC)	Mila Kresina (KSS)	October Angell-Janfield (CPS)		Grace Sweet (GESS)
HPS Coordinators	Andrea Locke		Alicia Kudryk	
Interior Health Authority (IH)	Virginia Bowman, Public Health		Leah Perrier, Public Health Dietitian	
Mental Health	Ping Flynn, CYMH			
Sexual Health Educators	Nicole Weremy	Leanne Woodrow	Jenny Rabinovitch	Emily Kluftinger
District Staff	Rhonda Ovelson, Director of Instruction	Sherri Roche, District Principal Learning Support Services		Angela Kreklewetz, Recording Secretary

AGENDA MINUTES

1.	WELCOME & ACKNOWLEDGEMENT Acknowledgement of meeting taking place on traditional, unceded Territory of the Syilx people Meeting intentions were discussed- to agree on Committee's Terms of Reference and to assist in establishing priorities (by looking at data to understand the physical, mental and social well-being of children and youth in the Central Okanagan) and area(s) of focus for the District Health Plan	Rhonda
2.	AGENDA 2.1 Adoption of November 2, 2023 Agenda Motion to accept; - Lois Aeckersberg and Bryce Owens carried	All
3.	MINUTES 3.1 Adoption of October 5, 2023 Minutes Motion to accept; - Camila Biffard and Leah Perrier – carried	All
4.	COMMITTEE TERMS OF REFERENCE Meeting Intention: <i>to agree on Committee's Terms of Reference</i> 4.1 Adoption of revised Terms of Reference - In April 2022 the HPS Program Review recommended that the committee revisit the Terms of Reference (TOR), as they had not been changed since 2020 - At the October 5 meeting the TOR were reviewed and revised by the committee - DRAFT of these recommendations were shared, discussed with a	All

	partner and then shared with whole committee • Suggestions: ○ 4B1 "up to 28 committee members", we should change this number/make it more accurate; take everything in the brackets out. ○ TOR states that 50% +1 members are needed for decision making- we need to agree on a minimum number. ○ Decided on needing 13 people at a meeting to make a decision (quorum=13 or more.) We can still have a meeting but will wait for a decision until we have more members. We can review this procedure and make a change to this process in the future if needed. Motion to approve Terms of Reference with previously mentioned edit- Kevin Robinson and Ping Flynn. Carried. • HPS School Liaison invitation reviewed. ○ As a sub-committee, George, Rhonda, Mary and Teri, drafted the invitation and the draft was shared. Suggestions/questions were asked of the committee: Is the role of the liaison described with the 3 bullet points? Content accurate? • Process for sending the invitation out discussed ○ The options suggested were to 1) send invite to all staff and admin- everyone can respond to email, as well as advertise HPS newsletter 2) send message to all admin then have Principals VPs send to staff. • Suggestion: attach a Google form (with a description of the person's role within their school so that we can see the balance of positions) that people can fill out when they accept • Suggestion: helpful to have a teacher liaison to share curriculum related information- curriculum related programs and resources, etc. • Suggestion: helpful to have a CEA liaison as they can recognize students that need help as they are providing direct service – food programs, health related support, social/emotional support • Send invite out to <i>all</i> Admin- ideal to have CUPE and COTA staff members at every school as contacts • Include more information about HPS in the invite, including a link to the HPS website, as well as information we have gathered from the data walk, and who is involved etc. (do not want to scare people off with too much information though). Expand on our community partners - who they are- to give staff a better idea of what HPS can offer • Bring invite back to the subcommittee with suggested edits for final approval, send out prior to winter break, then review response in January	
5.	DISTRICT HEALTH PROMOTING SCHOOLS PLAN Meeting Intention: <i>to assist in establishing priorities and area(s) of focus</i> The next section of the meeting was focused on the Data Walk. We broke out into 3 groups and recorded responses to the following questions: *See attached PDFs for data. 5.1 Data Walk: What do we KNOW and WONDER about the physical, mental and social well- being of children and youth in the Central Okanagan? What priorities/focus areas emerge from the data?	Rhonda

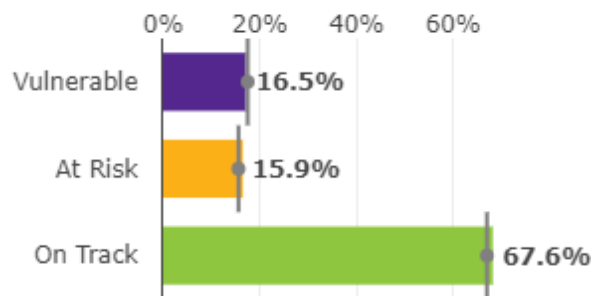
	What action(s) and community resources might we explore as a result? What research and learning might we engage in this year? Recommendations: A reporter from each group summarized the possible areas of focus for each domain as- <u>Social</u>- school environment re: safety, inclusive learning environments, language, feelings of belonging, connected school environment <u>Physical</u>- 10% of school kids are not getting enough food, so look at how the Feeding Futures program will address this food need and also look at how schools can help with athletics and balance equity <u>Mental</u>- Topic of anxiety is raised often - why kids are so anxious, how can we build resiliency; possible link to not sleeping etc. - many factors contributing to anxiety; use of technology on sleep and anxiety; emotional safety of phones and access to information in the world (true or false information) - One of the roles and responsibilities within the TOR states that individually and collectively we stay committed to continuous growth and learning, research, and practice; is there learning that we want to do as a committee, data, experts to bring in, literature to read? - Contact McCreary- create a report for us on our specific topics of interest. - Compare the 2023 McCreary to 2018, ex. in language - It would be helpful to see the 2023 data to see how Covid has affected kids. - Look at Learning Survey results, and cohorts over time - Anxiety presentation to better understand anxiety- Ping will connect with Rhonda - Rhonda available to talk about Feeding Futures and Leah IH	
6.	FUTURE PRESENTATIONS 6.1 District Health Promoting Schools Plan -guided by Comprehensive School Health Model -to include Feeding Futures Funding Overview 6.2 Weight Bias and Stigma Resource 6.3 Teach Food First/ Toolkit 6.4 Other: Anxiety	Alicia, Andrea & Rhonda Leah Leah Ping
7.	ADJOURNMENT- 6:05pm Next Meeting Dates: January 11, March 14 and May 2, 2024	All

MENTAL WELL-BEING

HERE'S WHAT:

EDI

SCALE OUTCOMES SUMMARY

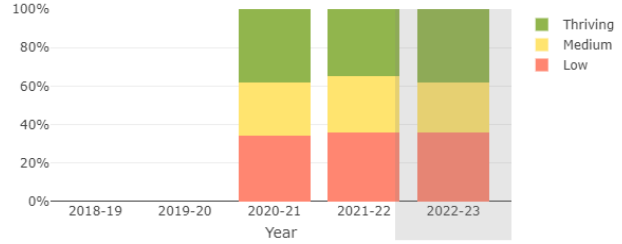


16.5% or 210 kindergarten children in Central Okanagan were vulnerable on the Emotional Maturity scale of the EDI in Wave 8 (prosocial & helping behaviour, anxious & fearful behaviour, aggressive behaviour, hyperactive & inattentive behaviour). Consistent with previous two waves.

Subscale trends showing that anxious & fearful behaviour as well as hyperactive & inattentive behaviour worsening over time and prosocial & helping behaviour getting better over time.

MDI

WELL-BEING OVER TIME



37.9% of Grade 5 children in Central Okanagan are thriving in the 2022-23 school year

83.5 % of students indicated "I have more good times than bad times." (optimism)

87.4% of students indicated "I am happy with my life." (happiness)

92.4% of students indicated "A lot of things about me are good." (self-esteem)

83.4% of students indicated "I feel happy a lot of the time." (absence of sadness)

12.1% of students don't feel good about their health.

YDI

38% of youth screened positive for depression on the PATient Health Questionnaire (PHQ-8).

40% of youth screened positive for general anxiety using the General Anxiety Disorder 2-item scale.

43% of youth screened positive for eco-anxiety

91% of youth feel that the threat of climate change should be taken more seriously.

33% of youth reported an unmet mental healthcare need

72% of youth reported being able to calm themselves when excited or upset (emotional regulation).

42% of youth reported helping others who were hurt (prosocial behaviour).

80% of youth like being the way they are.

McCreary Report (2018) Adolescent Health Survey

- There was an increase in students who reported having a mental health condition, including Anxiety Disorder/panic attacks (24% vs. 11% in 2013), Depression (19% vs. 12%), and Post-Traumatic Stress Disorder (PTSD; 3% vs. 1%).
- The most common topic Okanagan youth identified wanting to learn more about was mental health.

SO WHAT?	
What do you wonder? - sleep and mental health - technology and mental health - what “unmet” mental healthcare are kids referring - tech use as preschool- elementary years- how does it relate to hyperactive and inattentive behaviours? - Why aren’t kids sleeping? Social media use? Screentime? Mental health? Substance use? Lack of physical exercise? Medication?	What else do you know? - consider substance use and addiction - pressure of needing to know career path by grade 10 - stress, depression, anxiety

NOW WHAT?	
What area(s) of focus emerge(s) from the data? - Value of psychoeducation to support students in understanding different mental health symptoms - Social emotional learning- anxiety and resiliency	What action(s) and community resources might we explore as a result? - clinical vs non clinical experience of negative emotion -> starting to come in in elementary school - resiliency - Andrea Hamill educator new to Kelowna (Anxiety in person, Zoometc.) - Education for families about the value of uninterrupted sleep, screen time dangers etc.

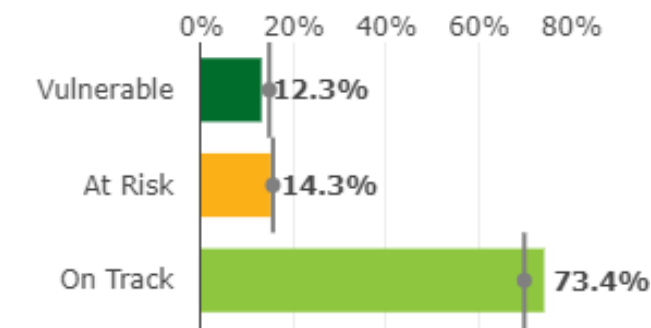
WHAT RESEARCH AND LEARNING MIGHT WE ENGAGE WITH THIS YEAR?

PHYSICAL WELL-BEING

HERE'S WHAT:

EDI

SCALE OUTCOMES SUMMARY



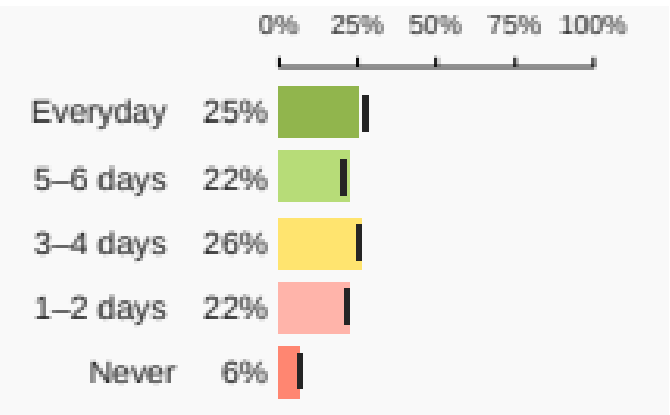
12.3% or 158 kindergarten children in Central Okanagan were vulnerable on the Physical Health & Well-being scale of the EDI in Wave 8 (physical readiness for school, physical independence, gross & fine motor skills). This is fairly consistent with the previous three waves of data.

Subscale trends showing that physical readiness for the school day is getting better while gross and fine motor skills are getting worse.

MDI

PHYSICAL ACTIVITY

Children are asked, "In a normal week, how many days are you physically active for a total of at least 60 mins or one hour per day?"



47% of students reported being physically active for a total of at least 60 mins at least 5 days per week.

21.3% of students reported not having a good sleep 5+ a week.

15.1% of students reported not eating breakfast 5+ times a week

YDI

50% of youth are getting a good night sleep 0 to 3 nights a week.

40% engage in moderate to vigorous physical activity for at least a health and hour 0 to 3 days/week.

17% of youth don't feel safe at school.

14% of youth wished they could participate in Individual sports with a coach or instructor (e.g., swimming, dance, gymnastics, ice skating, tennis) outside of school.

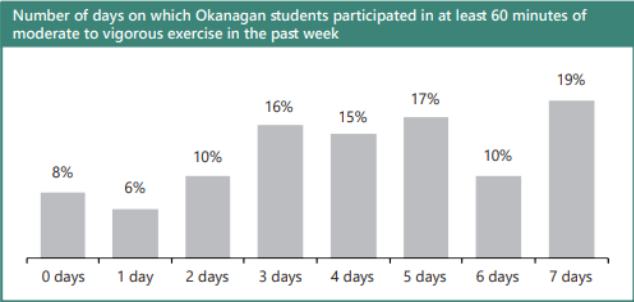
26% rated their physical health in previous two weeks as fair or poor..

10% of youth reported that in the last 12 months that they often or sometimes worried about food running out before their family got more money to buy more..

81% of youth are on computer, tablet or phone outside of school hours 3+ hours a day.

McCreary Report (2018) Adolescent Health Survey

Okanagan youth remained more likely than their peers across BC to have ever smoked tobacco (24% vs. 18%) and were also more likely to have vaped in the past month. For example, 29% had vaped with nicotine in the past month compared to 21% provincially.



Note: Percentages do not equal 100% due to rounding.

POTENTIALLY 5394 students in our schools live in households with food insecurity *and* as many as 858 of them regularly miss meals, reduce food intake, and at the most extreme go day(s) without food. *(based on Statistics Canada data 2022)*

SO WHAT?	
What do you wonder? - Are there any other programs in the community (Elevation Outdoors) that provide youth with an opportunity for movement? - Will activities decrease phone/tablet use?	What else do you know? - Food affordability (decreased) - Infrastructure needs (gym space, playgrounds) and kitchen space - School food programs are not meeting need of all students.

NOW WHAT?	
What area(s) of focus emerge(s) from the data? - Food equity in schools - More opportunity for quality movement	What action(s) and community resources might we explore as a result? - ? School Food Network - ↓ Stigma around meal programs - ↑ Indigenous foods in school meal programs - Active after school programming- no cost - Intramural activities - Are there ways to ↑ education/resources for activity and PHE Specialist in all schools?

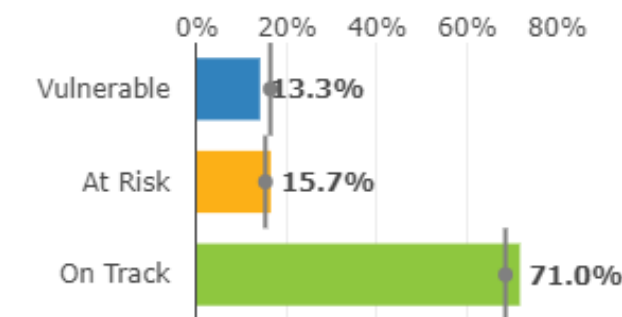
WHAT RESEARCH AND LEARNING MIGHT WE ENGAGE WITH THIS YEAR?
- Sun safety- programs (global) incorporating hats in uniforms and spirit/schoolwear and education (at a young age) about sunscreen vs. risks

SOCIAL WELL-BEING

HERE'S WHAT:

EDI

SCALE OUTCOMES SUMMARY



13.3% or 171 kindergarten children in Central Okanagan were vulnerable on the Social Competence scale of the EDI in Wave 8 (overall social competence, responsibility & respect, approaches to learning, readiness to explore new things). Fairly consistent with previous two waves.

Subscale trends showing that readiness to explore new things is getting better over time while overall social competence is worsening.

MDI

96.4% of students indicated that "At my school there is an adult who believes I will be a success." (adult relationships)

96.8 % of students indicated that "In my home there is a parent or other adult who listens to me when I have something to say." (adult relationships)

15.6% of students felt that there wasn't an adult who really cared about them in the neighbourhood/community . (adult relationships)

86.2% of students indicated that "When I am with other kids my age, I feel I belong." **13.8%** don't feel this way. (peer belonging)

89.6% of students indicated that "I have a friend I can tell everything to." (friendship intimacy)

YDI

57% of students feel there is an adult who really cares about them in their neighbourhood.

71% of students reported a high rating of feeling part of a group of friends that do things together.

27% of youth reported that they don't feel there is an adult who really cares about them.

34 % of youth do not feel a sense of belonging in their school

56% of youth witnessed someone being bullied or harassed this year

19% of youth often feel left out

33% of youth feel a sense of belonging in their community, and know where to go in the community to get help.

McCreary Report (2018) Adolescent Health Survey

Overall, 71% of Okanagan youth felt safe at school, which was similar to the provincial rate and a decrease from previous years (e.g., 77% in 2013). Males were the most likely to feel safe at school and non-binary youth were the least likely (74% of males vs. 69% of females vs. 47%* of non-binary youth).

Most students in the Okanagan felt school staff expected them to do well (80%), they were treated fairly by school staff (69%), their teachers cared about them (65%), they were part of their school (56%), they were happy to be at school (56%), and felt that school staff other than teachers cared about them (54%).

SO WHAT?	
What do you wonder? - What do kids think is bullying? What is their definition? - What kids fall into the isolated categories? Cultural? Socio-economical? Technology? Language? - What kind of bullying? - Gender identity understanding	What else do you know? - Kids have sensitivities socially - Social media/video games a large part of kiddos' lives and a source of bullying, body image issues and interrupted sleep. - Connections- student/teacher affect social well-being - Kindergarten age not potty trained- surprising numbers - wonder if there is a disappearing middle and polarization trend

NOW WHAT?	
What area(s) of focus emerge(s) from the data? - human, community connection - facilities (safety) - inclusive language and structures - policy and procedures - Connecting with peers, family, community in person vs. social media	What action(s) and community resources might we explore as a result? - access to community positive connection (inclusive) - structural safety ex. universal washrooms for all ages

WHAT RESEARCH AND LEARNING MIGHT WE ENGAGE WITH THIS YEAR?	
- clarification of the challenge they are facing	